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ABSTRACT

Guidelines are provided to assist teachers of grade 3 French immersion pupils in developing a concentrated English language arts program which will enable pupils to attain competency in the essential basic skills. The introduction of English language arts into the early French immersion program represents the pupils' first encounter with formal English instruction. Teachers can capitalize on the French language skills obtained in early French immersion for the implementation of an effective English language arts program. The guidelines address the importance of the transitional year, early diagnostic procedures, suitable beginning activities, positive transfer of learning, potential areas of confusion, designing the transitional language arts program, pupil evaluation, important basic skills, remediation and enrichment, and scheduling. Bibliographies of teacher reference materials and instructional workbooks, sample lessons, a sample schedule, and a letter to parents are appended. (RW)

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Early Immersion
Grade 3
Transitional
English Language Arts
Resource Manual

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immersion précoce

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PURPOSE OF THIS DOCUMENT

This document has been designed to assist the teacher of Grade Three French Immersion pupils to develop a concentrated English Language Arts program which will enable the pupils to attain competency in the essential basic skills.

1. UNIQUENESS OF THE TRANSITIONAL YEAR

For the purpose of this document, the Transitional Year is defined as the year in which formal English Language Arts is introduced into the Early French Immersion program. Although this is the pupils' first encounter with formal English instruction, they bring with them a wealth of skills and abilities in listening, speaking, reading and writing which they have acquired during their preceding three or four years of instruction in French. Teachers of English can therefore capitalize on these skills and abilities to implement an effective English Language Arts program.

1.1 Instructional Time

Due to the limited amount of instructional time available, teachers should have very clear expectations and objectives based on the six interrelated strands of Language Arts (Listening, Speaking, Reading, Writing, Literature and Language) as outlined in the 1978 British Columbia Elementary Language Arts Curriculum Guide. Although the aforementioned guide will be the teacher's prime source of information when establishing a program, it is advisable to consider both district and school policies.

1.2 Range in Reading Abilities

Many children who begin Third Year Early Immersion are able to read in English. However, the range in reading abilities in a class may be from an early primer level to a level beyond their grade placement. The reading program that teachers prepare for their pupils must therefore be highly flexible in order to challenge the able and yet not overwhelm the weak or nonreader.

1.3 Skills Development

The various Language Arts skills are likely to be more unevenly developed within individual children than in those pupils of a regular English program. For instance, some children appear to read fluently but their reading comprehension level may be lower than their oral reading would suggest. Spelling and composition skills are also frequently below grade and reading level. A program sensitive to these variations is necessary.

1.4 Introduction to Formal English Language Arts

Many children in September are anxious about their first formal experiences with English Language Arts. Initial activities and diagnostic procedures should be non-threatening. They should also provide the children with a degree of success in order to develop their self-confidence and enthusiasm towards English Language Arts.

1.5 Sequence of Skills

Teachers should have a sound knowledge of the sequence of skills taught throughout the primary years. This knowledge will enable the teacher to plan a program based on the pupils' needs.

1.6 Time Allotment

The Resource Book for Early French Immersion Administrators (1980) states that instruction in English Language Arts begins in Year Three and comprises 20% of the instructional time. This time allotment can be scheduled in a variety of ways (refer to Section 9 of this resource manual). The administrator's Resource Book also advises that, whenever possible, a teacher other than the French speaking classroom teacher should teach the

English Language Arts. This arrangement enables the students to identify one teacher with one language.

1.7 Split-class Situations

Due to the intensity of the program, the limited time available, and the necessity for careful monitoring of pupil progress it is advisable that this transitional English Language Arts program not be taught in a split-class situation. It may be necessary, if a split-class exists, that the Grade Threes be separated to receive their English instruction.

1.8 Relationship between English and French

There are many similarities between the English and French languages. Consequently, pupils are able to transfer some skills from one language to the other quite readily. For example, if pupils are able to read in French, one can assume that they will know the English consonant sounds and that they will have the skills required for decoding words using the phonetic approach. Although they know that a transfer of learning often occurs, teachers must not assume that transfer has necessarily taken place. Whereas a pupil may transfer a skill from one language to the other correctly it is also possible for a pupil to transfer a skill from one language to the other incorrectly. Teachers, then, must teach for positive transfer (refer to Section 4 of this resource manual).

1.9 Rate of Progress

The rate of progress for pupils in this program is different from that of pupils in a regular English program. It is not unusual for a pupil to begin the program as a weak or nonreader and then, with the acquisition

of skills and confidence, progress very rapidly. Teachers must be sensitive to and knowledgeable of this kind of progress so that they can adjust their program and materials accordingly. Therefore continual diagnosis and evaluation of progress are required throughout the year.

1.10 Program Selection

Teachers must be selective in their program. Time simply will not allow pupils to work through every activity in readers and workbooks. Teachers must select appropriate materials for their pupils to meet intended objectives.

2. EARLY DIAGNOSTIC PROCEDURES

2.1 Informal Observation

Informal observation of the pupils is a meaningful way of estimating their reading levels. One strategy is to take the pupils to the library for selection of English books for recreational reading. (The teacher should stress that this is a special opportunity to select reading material for enjoyment). While the pupils are reading, the teacher has an opportunity to assess the level of difficulty of the books chosen. A variation of this procedure would be to have a wide range of basal readers in the classroom and have pupils select a reader they feel they can read comfortably.

2.2 Informal Tests

Informal tests provide an instrument to further appraise the pupils' reading level. Learning Assistance teachers are an invaluable source of information in this area.

It is wise to postpone the use of formal tests until the pupils are comfortable in this new situation of learning English in a formal setting.

2.3 Word Lists

If word lists are at the back of the reader they can assist the teacher in determining whether the book is at the correct level of difficulty for a particular child or group.

2.4 Language-experience Stories

Language-experience stories can be used to observe which pupils seem eager and able to make suitable contributions. (It should be noted that some pupils at this time will be very shy and the teacher should not misinterpret their reluctance to take part). The teacher can also suggest that the pupils add to a story on their own. This activity enables teachers to identify to what extent individuals are able to express themselves orally and in written form.

2.5 Listening Comprehension Assessments

Listening comprehension assessments can be done quite easily by the teacher's reading short selections and asking questions. Pupils can answer in a variety of efficient ways that do not require written skills which they may not yet have acquired. (An example would be multiple choice questions which could be answered by hand signals. i.e. given the choice of three answers, pupils raise one, two or three fingers).

3. SUITABLE BEGINNING ACTIVITIES

The copying of short poems, songs and language-experience types of paragraphs is good for establishing seatwork standards and routines. Because these are readily memorized, the nonreader has an immediate sense of success and security. These exercises can be used to begin a word attack skills program. For example, identifying words that begin and end with various consonants and building word families through consonant substitution are valuable experiences in the first few weeks. An extension of this activity would be to make a stencil of the material and use it not only for oral reading but also for developing seatwork skills. (See Appendix B).

The following activities can also be used:

- alphabetical order activities using words familiar to the pupils
- learning names of days of the week, months, numbers, and their abbreviations
- the printing and illustrating of action words
- rhebus stories done as a group or individually
- scrambled, unfinished and fill-in-the-blank sentences
- listening activities.

4. TRANSFER OF LEARNING

"Transfer of training refers to the influence of prior learning on performance in some new situation"*

4.1 Positive Transfer

Many aspects of the Language Arts program can be shared and reinforced by both the French and English teachers. Close co-ordination between teachers can ensure that positive transfer occurs. The following are some areas in which such co-ordination would be beneficial:

4.1.1 Creative Writing

Concepts of paragraphing, sentence structure, creative use of language, plot, characterization and effective titles, are areas in which teachers can work simultaneously.

4.1.2 Reading Comprehension

Skills of reading comprehension such as finding the main idea, making inferences, sequencing, identifying cause and effect and drawing conclusions are essential in either language.

4.1.3 Research Skills

The use of the dictionary, alphabetization, use of research materials, summarization and other related skills, can be co-ordinated and stressed in both languages at the same time.

* Ellis, Henry C. Fundamentals of Human Learning and Cognition Pg 81. w.c. Brown Co, Dubuque, Iowa 1972.

4.1.4 Teaching of Handwriting

Although one teacher would be responsible for the basic teaching, teachers can complement one another by agreeing on letter formation, methodology and standards of seatwork. (Refer to the B.C. Elementary Language Arts Handwriting Resource Book).

4.1.5 Letter-writing

The format of a friendly letter is basically the same in both languages.

4.2 Areas of Possible Confusion

There are many aspects of the French and English languages which are similar. However, certain elements are in direct opposition and the teacher should take care to present these to the pupils in ways which will eliminate confusion to the greatest extent possible.

A teacher aware of these elements will also have greater understanding of some of the errors which the pupils make and will be able to correct them much more efficiently.

The following is a list of such elements which might result in confusion:

4.2.1 Consonants

(i) The names of the letters "g" and "j" are reversed in French. This fact can cause considerable confusion in dictations and spelling when a child appears to be using the wrong letter but is actually only confusing the names.

(ii) The letter "h" in French is always silent. Therefore, "h" in "house" must be presented as a new phonetic element. (Initially, some children may not even discriminate between "and" and "hand").

(iii) The letters "w" and "x" are used rarely in French and must be presented as new phonetic elements. The letter "y" in French has the same sound as in the word "funny". Other sounds of "y" must be presented.

(iv) "qu" in French has the sound of hard "c" in English. The sound of "qu" in quick does not exist in French and must be presented as a new phonetic element.

(v) The letter "q" can be used alone in French, but never in English eg. "five" is "cinq".

4.2.2 Vowels

(i) The name of the vowel "i" in French is the same as the name of the vowel "e" in English. This produces confusion similar to 4.2.1 (i).

(ii) The sounds of the short vowels in English are not all the same as in French:

a (cat) - similar to unaccented "a" in French
e (bed) - similar to "è" in French. ex. "Il se promène"
i (pin) - in French, "i" always sounds like the "ie" in "thief"
o (top) - in French, "o" has more of an English short "u" sound
u (cup) - the French sound for "u" does not exist in English.

The discrimination of short "o" and short "u" generally causes pupils the most confusion.

(iii) Many more words in French than in English end in a silent "e" that does not affect the pronunciation of the word. (One English example is the word "have"). Also, the agreement of adjectives in French calls for the use of "e" on feminine adjectives but does not necessarily

change the pronunciation of the words. Therefore, the pupils have a tendency to use a final "e" somewhat indiscriminately. The teacher may have to put considerable emphasis on the function of "e" to produce long vowels (eg. tap, tape).

(iv) The use of the letter "r" after a vowel in French does not alter the vowel sound significantly. Therefore, the English sounds of "car, mother, bird, for, church" will have to be emphasized.

4.2.3 Digraphs

(i) "th" in French is pronounced "t"

(ii) "ch" in French is pronounced like "sh" in English. (The sound of "ch" in "chicken" and the digraph "sh" do not exist in French). For example, pupils may spell "she" as "che"

(iii) "wh" does not exist in French

(iv) The sound of "ng" in English is spelled "gn" in French. Therefore natural reversals occur. For example, pupils may spell "singer" as "signer".

4.2.4 Dipthongs

(i) "ou" - In French, "ou" always has the sound of "ou" as in "group", never as in "out".

(ii) "oi/oy" - In French, these always have the sound of "wa" as in "water".

(iii) "al/aw" - In French, the sound of "a" does not change in combination with these consonants.

(iv) "au" - In French, this dipthong has a long "o" sound.

4.2.5 Possessives

The use of s' or 's to show possession is a new concept. In French, possession is indicated by the use of "de" (eg. le livre de Jean: the book of John). It might be wise to postpone the teaching of the possessive "s" until late in the year and to emphasize the plural "s" early in the year.

4.2.6 Contractions

There are very few contractions in French. The use of the function of the apostrophe in contractions will have to be stressed.

4.2.7 Word Order

Most students in Immersion programs have English as their first language and word order in sentences is not a problem. However, if a student's first language is not English, sentence structure may pose difficulties. (eg. a French-speaking student may place adjectives after nouns rather than before). Time restrictions prevent the English teacher from giving such a student intensive training in this area. If the problem is severe, it is advisable that such a student receive further assistance from other resource personnel within the school or district.

4.2.8 Terms

The word "phrase" in French means "sentence" in English. Therefore, a teacher must take great care in using the terms "phrase" and "sentence" in English to ensure that the students can discriminate between complete sentences and sentence fragments.

4.2.9 Quotation Marks

Quotations are punctuated following the same rules in both languages. However, the marks used are different. eg. English: John said, "Give me the bread". French: Jean a dit: «Donne-moi le pain». This is one area which co-ordination with the French teacher is advisable. It may be wise to stress this area at different times in the two languages.

4.2.10 Capitals

In both French and English, capitals are used to begin sentences and for the names of persons and places. However, some differences exist:

(i) In French, the names of the days of the week and the months of the year are not capitalized.

(ii) In French addresses, words such as Street and Avenue are not always capitalized.

(iii) In French titles, a capital is used on only the first word.
eg. The Little Cat
Le petit chat.

(iv) In French, the names of languages are not capitalized.

4.2.11 Abbreviations

In French, a period follows an abbreviation only if the last letter of the original word is not included in the abbreviation. Eg. Monsieur: M. (The final " r" of Monsieur is not part of the abbreviation). Madame: Mme (A period is not used because the final "e" of madame is included in the abbreviation).

4.2.12 Can vs May

There is no distinction in French between these two concepts. The same verb " pouvoir" is used for both.

5. DESIGNING AND IMPLEMENTING THE TRANSITIONAL LANGUAGE ARTS PROGRAM

The total Language Arts Program, its development, organization and presentation is ultimately the responsibility of the classroom teacher. The teacher must decide on the nature of the program, whether a language-experience approach, a basal reader approach or a combination of the two.

In the transitional year, the program is based on the 1978 British Columbia Elementary Language Arts Curriculum Guide. Teachers should aim at correlating their program not only with what is being suggested by the district but also with what is being taught in the regular English programs in their school. In a five-hour-a-week time allotment, however, it is unrealistic to expect either the teacher or the pupil to cover all the material which is outlined in this program and which is designed to take three years for the average child. Therefore, it is necessary to:

- look for areas in which skills are common to both French and English to avoid unnecessary teaching
- teach for transfer
- be selective in the material utilized.

Listening, speaking, reading and writing are all positively related. Pupils who are low in oral language ability tend to be low in reading and writing achievements. Pupils high in language ability tend to do well in gaining literacy skills. In planning a Language Arts Program the teacher must be concerned with the totality of language and must plan a balanced program that gives adequate attention to each aspect of language namely listening, speaking, reading and writing.

5.1 Listening

Teaching listening as a subject is very important. Specific instruction in listening skills is as necessary as specific instruction in other subject areas.

In planning a listening program, it is necessary to have a classroom climate conducive to listening. Distracting physical or emotional conditions should be avoided. Purposes for listening, such as gaining information or literary appreciation should be taught. Listening standards must be established so that pupils realize the need for and the importance of listening.

Listening, like reading, is a receptive language art. Hence many of the skills taught in reading would apply to listening as well. Pupils can listen for the main idea of a story as well as read for it. The levels of comprehension (literal, inferential, critical and appreciative) can be taught through listening activities as well as through reading activities.

In this program where time is so limited, it is the efficiency of practising comprehension skills orally through listening activities that is a distinct advantage. Competence at the listening level provides a foundation for success in speaking, reading and writing activities.

5.2 Speaking

Speech instruction should be incorporated into the Language Arts program. Parallel speaking and listening skills can be taught at the same time. For example, one pupil may be reading orally from a book while other pupils are listening for some specific purpose. Pupils should be encouraged to listen carefully because they will have a better opportunity to develop an extensive oral vocabulary than those who do not listen well. During listening-speaking activities, the teacher should encourage the pupils to:

- use gramatically correct English
- expand their oral vocabulary
- develop the skills of effective speaking
- practise comprehension skills being taught in reading lessons.

There will be a vast range of speaking backgrounds in any particular class. Some pupils will come with a rich and varied background in speaking while others will have a limited background of English experiences. Some pupils may come from non-English-speaking homes.

Speaking activities that will expand the pupils' vocabulary will be necessary. The class can build up descriptive word banks through brainstorming activities. Reading lessons that focus on antonyms, synonyms and homonyms are also valuable. Oral story-telling is the natural forerunner of creative writing.

The development of the skills of effective speaking can also be integrated with reading lessons. Good oral reading skills can be correlated with effective speaking skills.

Time restrictions in the transition year prevent the teacher from concentrating on speaking skills in isolation. Therefore, every effort should be made to integrate speaking into other areas of the Language Arts program.

5.3 Reading

Reading has been defined in the B.C. Elementary Language Arts Curriculum as giving meaning to and receiving meaning from the written word. This definition implies a total involvement on the part of the reader. The transitional year pupils are going to be at various stages in their ability to read and furthermore are not going to learn to read in the same way or at the same rate. A program must be designed that will accommodate this wide range of interests and abilities.

5.3.1 Language-Experience Approach to Early Reading Instruction

Language-experience is an approach to reading instruction that uses children's dictated stories as the basis for learning to read. Language-experience also refers to the whole range of formal and informal activities that make up an elementary Language Arts program. Advocates of this approach believe that children will be successful in reading when the children are reading what they have actually written themselves and that the experience of failure will be avoided. The uniqueness of the language-experience method, when used to the exclusion of a basal program, is that the reading skills are taught as they emerge from the story writing and reading. The responsibility for the program thus rests heavily upon the teacher. There are generally recognized limitations to this method in terms of providing the kind of extensive experience in reading needed to teach all of the reading skills. Using experience stories, however, is a good way to teach vocabulary, to maintain interest in reading and to individualize instruction.

5.3.2 The Basal Reader Program

The premise of using a basal reading series is that systematic grading or sequencing of the reading skills is possible and should be presented to children in this way. That is, a basal series seeks to control the manner in which various skills are introduced, the sequence of their introduction and the timing or the reinforcement given to each skill.

In order for a basal reading program to fulfill its function adequately, the teacher must choose the level of the program suited to the pupils' needs. Since in any class there will be a range of abilities, it is usually necessary to work with several levels of the program in order to encompass the needs of the various groups. This fact will certainly be true in the Year Three Immersion Language Arts class. The level of material used should be chosen according to the instructional needs of each group of pupils rather than based on the supposed "grade level" of the children. The material should be at a level of difficulty that challenges the pupils to apply the skills being taught and that gives the teacher opportunities to refine and develop pupils' use of those skills. A program that does not challenge, that does not provide difficulties to overcome, does not provide for growth. On the other hand, a program that overwhelms the child results in discouragement.

Reading materials used by the teacher should be viewed as but one of many tools to be used by both the children and the teacher to accomplish the job of language learning. If using one of the prescribed series of readers (Ginn 720 or Holt-Rinehart's Language Patterns), teachers are advised to supplement the printed materials to round out their Language Arts program. The Holt-Rinehart readers, based primarily on the phonetic approach, can be

combined with language-experience activities. The Ginn 720 readers, based primarily on the sight approach, may need a supporting phonics program.

Used with discretion, workbooks can be a valuable tool for practising skills taught in reading lessons. However, choosing the same workbook for the whole class is very restrictive. Instead, workbooks made into activity cards can be used by pupils for practising specific skills. Also, a small number of a variety of workbooks can be made available so that each pupil can work at his own level. Pupils can use acetate or blank paper so that workbooks can be reused. Pupils can mark their own work using a teacher's annotated edition or other marking key.

5.4 Writing

Writing or composition is one area in which considerable positive transfer can occur. Skills in paragraphing, sequencing, and punctuation which the pupils have acquired in French can be applied to their English compositions. Alternately, the pupils' ease of expression in their mother tongue can be capitalized on to develop more complex skills in English, such as plot development or use of expressive language, which can then be applied to their French compositions. Wherever possible, the English and French teachers should co-ordinate their teaching of writing skills.

Pupils in the Immersion program will have had limited experience in expressing themselves in written form in English. Therefore, they will need considerable guidance and practice. Both French and English share the basic skills of story and letter writing, organizing information for exposition and writing descriptive paragraphs, so teachers should work together to ensure that maximum positive transfer occurs.

Pupils should be given opportunities to write daily if they are going to grow in their ability to express themselves. Quality of writing should be emphasized rather than quantity. Refer to the 1978 British Columbia Elementary Language Arts Guide p. 45.

Some suggestions for activities to provide needed composition practice would be:

- journals or diaries kept at home or school
- alternate endings for stories read
- group stories

- plot outlines
- brainstorming for descriptive phrases
- poetry writing

5.4.1 Spelling

Spelling has been identified as one area in which French Immersion pupils are frequently weak. (Shapson and Kaufman*, 1978). Particularly at the beginning of the year, pupils are aware of their inability to spell words correctly and this fact often inhibits their desire to express themselves in written form. The teacher therefore should provide an atmosphere in which the pupils feel comfortable in trying to spell words to the best of their ability and yet should, at the same time, stress the importance of correct spelling as a communication skill.

At the beginning of the year, an informal spelling program can be designed to parallel the word attack skills being taught in the reading lessons. By correlating the word attack skills with the spelling program, the teacher can provide an efficient means of practising both. As blends and digraphs are introduced in the reading lessons, an even greater variety of words can be added to the spelling list. For spelling dictation, practice at the blackboard or with individual blackboards provides a relaxed atmosphere as well as an efficient monitoring device for the teacher.

* see bibliography

When the pupils are ready for a more formal approach to spelling, the Ministry's prescribed spelling program (Teaching Spelling by Ves Thomas) can be modified to correlate with the total Language Arts program. The spelling list can, for instance, be grouped into categories which are examples of skills being taught in the reading lessons. If contractions are being taught, then contractions are selected for that week's spelling list. It is important to choose words which are at the correct level of difficulty in that the words should be challenging to the pupils but not so difficult that they cannot achieve a feeling of success.

Some categories that the teacher could consider are as follows:

- consonant/short vowel/consonant (red, hit, six)
- blend or digraph/short vowel/consonant (stop, than)
- reverse of above (catch, felt)
- long vowel/silent vowel (boat, each, feet)
- consonant/long vowel/consonant/silent "e" (ride, hole)
- dipthongs
- word extensions (adding "s", "ed", "ing")
- vowels controlled by "r", "w", "l" (car, want, saw, talk)
- hard and soft "c" and "g"
- compound words

- root words
- little words in bigger words
- contractions
- prefixes and suffixes
- homonyms, synonyms, antonyms

Sentences can be studied and dictated to review words and teach grammatical skills and mechanics. The spelling program can also be used to teach and emphasize careful proofreading, record keeping and memorization skills.

Games can make spelling fun and can provide an excellent review of spelling words. The teacher should try to choose or adapt games so that as many children as possible are actively involved. Some examples are Hangman (played in partners), scrambled words, and oral practice with a partner.

For variation, the teacher can have the children make their own word lists consisting of corrected words from their exercise books. For that week, they can study independently and test each other in partners. Good spellers who have shown mastery of the spelling words being studied for the week may be challenged by a selection of "Challenge Words" selected by the teacher or by the children themselves.

Establishing a supportive atmosphere and a relevant spelling program will facilitate the integration of a meaningful reading and writing program.

5.4.2 Handwriting

Pupils must learn to write legibly and with ease in order to communicate to the reader. Handwriting is one area that can be taught in either French or English so arrangements should be made as to who will provide this instruction. Because of the time restrictions in the English program, it is recommended that the French teacher assume this responsibility and the English teacher reinforce the skills being taught. Acceptable standards of handwriting should be maintained between the two programs.

5.5 Literature

The study of literature is an integral part of any Language Arts program. Unfortunately, the time available for the study of English literature during this transitional year is extremely limited.

Poetry offers one time-efficient means of exposing students to literature and good language usage. Oral reading of one good poem per day is a most enjoyable experience for both students and teacher. It is also an excellent means of reinforcing listening skills. Even brief exposure to poems can serve as a springboard for many other activities such as discussion and language development, creative writing and the study of rhyming words.

Prose is more difficult to incorporate into the program because of the limited time available. However, the ongoing oral reading of a novel exposes the students to good literature and also increases their desire to read independently. Refer to 1980 British Columbia Literature Resource Book.

Parents can be most supportive in this area. When parents are reminded that the children are receiving little or no input of English literature during their primary schooling, they appreciate the need for reading to their children extensively at home. (The English teacher may wish to communicate this to the parents of the children in the K-2 classes as well). The English teacher and the teacher-librarian can supply the parents with guidance as to what to read to their child. If parents are unable to participate, schools may offer an English story time staffed by parents or other volunteers before or after school. Many community libraries are available for field trips, often supplying library cards. Whatever methods are used, it is important to try to expose the pupils to the basic English childhood literature that is part of their cultural heritage.

5.6 Language

In the area of language, the main concern in this transitional year is with correct grammar and usage. Due to time restrictions Language is best integrated into the areas of the program to which it applies. For instance, sentence and paragraph construction can be taught when teaching composition skills and structural elements of words (as outlined on page 59 of the B.C. Language Arts Guide) can be included in reading lessons. Grammatical skills as referred to in the section (5.4.1) on Spelling can be taught and practised as part of the Spelling lesson. Memorization of poetry is an excellent means of practising vocabulary and language patterns in an enjoyable way. The teacher must provide a good model and set a high standard of language usage in both oral and written work.

6. EVALUATION

Evaluating and diagnosing the progress of both the pupil and the program enable the teacher both to determine the extent to which learning has taken place and to adapt and modify the program to the needs of the class. Evaluation helps the teacher to plan not only short and long term directions but also to identify individuals who:

- need reteaching of skills
- need further guided practice of skills
- are ready for independent practice of skills
- are ready for new material.

Teachers require an efficient and continuous way of evaluating so that they are aware of exactly what the pupils have learned and what they need to learn. It is desirable that an informal testing program take place throughout the year as new skills are learned. Informal tests can be part of daily lessons, eg. dictation at the blackboard. These tests are not time-consuming and give the teacher invaluable information on pupils' progress.

Daily work and observations made by the teacher are an additional method of evaluating the pupils' progress. A suggested method is to have a file for each child into which the teacher can insert samples of daily work, informal and formal test results and observations made in anecdotal form. This kind of file can be an invaluable aid for:

- diagnosing and evaluating the progress of pupils
- parent-teacher interviews
- reporting formally to parents in a report card.

It should be noted here that many parents of pupils in the Immersion Program are themselves not French-speaking and, by this fourth year of their child's schooling, are anxious and willing to be actively involved in their child's formal education. Therefore, if a child is experiencing difficulty in a specific area, many parents will be able to help the teacher by providing guided practice of that skill at home.

It is sometimes required or desirable to give more comprehensive and formal tests. However, these tests tend to be time-consuming and should be used with discretion. Depending on the school and district, teachers may use school, district or commercial tests designed for the regular English program.

Reporting to parents poses some unique problems as well. There is a wide range of abilities in students as they begin acquiring skills in the early months of the program. The first report to parents could simply be a letter explaining the program and the skills covered to date (see Appendix D). More specific information concerning the pupil could then be shared at a parent-teacher conference.

Depending on the pupils' progress, all other reports to parents could be on the regular report card used either in the district or school. Hopefully by the end of Year Three, the program would be similar to the regular English program and the school/district report card could be used for all pupils.

7. IMPORTANT BASIC SKILLS

In this section basic skills taught in the regular English Language Arts program have been identified. It is recommended that students master these skills as they are the foundation on which future skills are based. The 1978 British Columbia Elementary Language Arts Curriculum Guide, as well as the Holt, Ginn and Nelson basal readers have been used as sources of information.

7.1 Word Attack Skills

7.1.1 Phonetic Analysis

- consonants (beginning, middle, final)
- vowels (long and short)
- r controlled vowels (ar, er, ir, or, ur)
- digraphs
- blends
- dipthongs
- y as a vowel and a consonant
- vowel combinations
- silent letters
- hard and soft c and g

7.1.2 Structural Analysis

- suffixes and prefixes
- substitution technique (substitution of letters and building of word families)
- root words
- contractions
- compound words
- plurals (regular and irregular)
- possessives
- abbreviations
- verb and adjective endings
- syllables
- structural endings (drop e when adding ing, change y to i etc.)
- comparisons using er and est

7.2 Sight Vocabulary (depending on reader used)

7.3 Word Meanings

- definitions (particularly words used in reading program)
- context (use of this technique)
- homonyms, synonyms, antonyms and heteronyms, alphabetical order (to third letter) and use of dictionary.

7.4 Comprehension

Refer to Goal 12, p. 40 of British Columbia Language Arts Curriculum Guide (1978).

7.5 Mechanics of Composition

- capitalization
- punctuation

7.6 Correct Language Usage

8. REMEDIATION AND ENRICHMENT

8.1 Remediation

Pupils experiencing difficulty coping with the English component of their program must be attended to. Sending them to the school's Learning Assistance teacher is a possibility to consider but could mean that the pupil would miss much of the English Language Arts program. Whenever possible, these pupils should remain in the classroom and any extra help required should be offered there.

Pupils whose first language is other than English pose another problem for the classroom teacher. These children may require a program like the English as a Second Language Program and special arrangements will have to be made for them.

For those pupils requiring remediation, then, the program should be designed so that they acquire the important basic skills as outlined in Section 7 of this document during the five hours per week allotted to English Language Arts.

8.2 Enrichment

The transitional English class usually includes pupils of widely varying ability. Because even the more able pupils have had no formal instruction in English Language Arts, it is important to ensure that they have mastered the basic skills being taught. However, these pupils will probably not require the intensity of practice needed by other members of the class and the teacher will have to provide some form of enrichment activity for them.

Because of time restraints, enrichment activities are easiest to provide if they are integrated with the general activities of the classroom. Two means of doing so are through the use of extended thinking activities and themes.

8.2.1 Extended thinking

The terms used in this description are those of Benjamin Bloom and are based on his description of the six levels of cognition. Greatly simplified, they are as follows:

(i) Knowledge

The recall of specific and isolated bits of information (memory questions).

(ii) Comprehension

The understanding of communications (written, spoken, or other) and the making use of the materials or ideas contained in the communication (translation or interpretation).

(iii) Application

The demonstration that the pupil comprehends and can apply what is comprehended.

(iv) Analysis

The breaking down the material into its parts and detecting relationships (not retrieved but reached or derived) (advanced levels of comprehension and application).

(v) Synthesis

The putting together of parts to make a whole (self-initiated activities leading to originality and imagination).

(vi) Evaluation

The making of a judgement about the values of ideas, works, solutions, methods, materials, etc. (judging to a standard, setting criteria and weighing).

The inclusion of all of these levels of thinking in the daily activities of the class need not be a complicated exercise. Examples of ways of applying Bloom's Taxonomy to familiar fairy tales is found in Appendix A. Enrichment for the more able pupils may consist of allowing them extra time to expand the activities of the Application, Analysis, Synthesis or Evaluation levels. For example, the question at the Synthesis level in the Goldilocks example is: "How might the story have been different if Goldilocks had visited the three fishes?" Whereas the class as a whole might be expected to answer in a short paragraph, the more able pupils may be excused from regular seatwork to produce and illustrate a storybook which answers the question. This approach to enrichment requires little extra time on the part of the teacher but supplies the able pupil with meaningful activity at an appropriate level of thinking.

A teacher familiar with the various levels of thinking can include them in many parts of the program. Questioning and class discussions can be guided to include all levels. Reading programs for the able children can give more emphasis to Bloom's levels iii-vi. When using a basal reader for these children, the teacher can take care to select questions from the guide which meet these needs. Time is so limited that the pupils are unable to do all suggested activities so they should concentrate on those that will benefit them most. If able children are on an individualized reading program, the teacher can, for example, create general questions on characters, alternate solutions to problems, and analysis of the plot, that can apply to almost any story yet still extend the pupils' thinking.

8.2.2 Themes

Following themes within the classroom is one means of giving the class common experiences that bind them together. One possible source of themes would be those common to children's literature. Fairy tales, ships and pirates, and jungle adventures are some examples. Various activities in the class can concentrate on these themes for a given period of time: poems read, creative writing, vocabulary development, spelling, class discussions, supplementary reading, can all be theme-related. Parents can be encouraged to follow these same themes in reading to their children.

The more able children can be provided with activities related to the theme. If the theme was "fairy tales", for instance, some of the following activities might be considered:

(i) A play, mime, or puppet play, written and produced for the class, based either on a specific fairy tale or common fairy tale characters eg. princess, dragon, wicked stepmother.

(ii) Library research into some aspect of a fairy tale eg. castles, knights, followed by either an oral or written report, a model, or a demonstration.

(iii) Illustrations or maps relating to specific fairy tales.

(iv) Evaluations of several fairy tales written by the same author eg. Hans Christian Andersen or the Grimm brothers.

(v) Creative writing giving new endings to familiar fairy tales.

It is obvious that the activities can be as varied as the teacher's or pupils' imagination and a teacher who is familiar with the various levels of thinking can ensure that the activities chosen do indeed extend the pupils' thinking.

In providing for the needs of the more able pupils in the transitional English class, the teacher must be aware of two possible pitfalls. One is that the able pupils may not appear to need practice on basic skills when in fact they do. The other is that it is easy to overestimate the time which these pupils actually have for individual work in a 20% situation and overload them. It is wise, therefore, for teachers to assure that pupils have indeed mastered the basic skills being taught and then to exempt them from routine skills practice so that they can concentrate their brief working time on enrichment tasks.

9. TIMETABLING

The English component of the Grade 3 Immersion Program comprises 20% of the instructional time. There are various factors which affect the timetabling of this instruction: availability of personnel, the timetable of the individual school, availability of space, even the methodology and philosophy of the individual teacher.

One obvious method of timetabling is to schedule one hour of English per day during the week. Advantages of this timetable are that the pupils receive daily reinforcement of the skills being taught and that a consistent routine is often the simplest and least disruptive for pupils, teachers, and schools alike. One disadvantage is that the time is extremely confining for grouping, creative writing, or special events and projects.

Other possible timetables follow:

A

Mon	Tues	Wed	Thurs	Fri
1hr	2hrs	x	1 hr	1hr

B

Mon	Tues	Wed	Thurs	Fri
2hrs	x	1hr	x	2hrs

C

Mon	Tues	Wed	Thurs	Fri
10:45 12:00	10:45 12:00	x	10:45 12:00	10:45 12:00

Longer periods allow for more varied activities and less tension with regard to time restrictions. Timetable C has the added advantage of supplying natural breaks in the routine, ie. recess and lunch, at the beginning and end of each English period.

A further advantage to scheduling at least one longer period per week is that it allows the French teacher to have at least one complete day free from interruptions for special projects and events or field trips.

It is probably unwise to schedule fewer than three periods per week. Otherwise the breaks between classes become too lengthy for effective retention.

See Appendix C for suggestions regarding the breakdown of an English Language Arts lesson.

10. TEACHER REFERENCE MATERIAL

1. Bloom, B.S., (Ed.) Taxonomy of Educational Objectives: Cognitive Domain, NY., David McKay Company Inc. 1956.

2. Dawson, M.A. Teaching Word Recognition Skills, International Reading Association, 1971.

An overview of word recognition is given. Word analysis and the policies that underlie it are presented. The generalizations concerning phonetic elements are evaluated. Also discussed are sight vocabulary, sensory clues, visual discrimination, contextual clues and phonics.

3. Dorsey, M. Reading Games and Activities, Fearon-Pitman Publishers, California, 1972.

This book consists of a chapter on the sequence of skills taught throughout the primary grades and a description of games and activities suitable to both small groups and individual use for practising and reinforcing these skills.

4. Ellis, Henry C. Fundamentals of Human Learning and Cognition W.C. Brown Co, Dubuque, Iowa, 1972.

5. Higley, J. Activities Deskbook for Teaching Reading Skills, Parker Publishing Company, New York, 1979.

This book consists of ideas to supplement the teaching of basic reading skills.

6. Hunter, Madeline — Theory into Practice, El Segundo, California, 1971.

7. Ingham, Anna — Blended Sound and Sight, Surrey School Board (attention Vivian Weldon).

8. Logan, M.L, Logan, V.G. and Peterson, L. — Creative Communication: Teaching the Language Arts, Toronto, McGraw-Hill Ryerson Ltd., 1972.

The various components of an effective language arts program are described. The key concepts of listening, speaking, reading and writing, their interrelatedness as well as innovative strategies of teaching based on research are explored.

9. McCracken, R.A. — The Teaching of Reading A Primer, Klamath Printing Company, Oregon, 1970.

The basic concepts of the reading process are explored. The book is concise and states the important generalizations as it pertains to reading.

10. McCracken, Marlene & Robert — Reading, Writing and Language, Peguis Publishers Ltd., Winnipeg, 1979.

11. McCracken, Marlene — Spelling Booklet, University of North Dakota, Grand Forks, North Dakota 58202.

12. Ministry of Education, British Columbia Elementary Language Arts Curriculum Guide, Victoria, B.C., 1978.

13. Ministry of Education, British Columbia Elementary Language Arts Handwriting Resource Book, Victoria, B.C., 1980.

14. Ministry of Education, British Columbia Language Arts Literature Resource Book, B.C., 1980.

15. Petty, W., Petty, Dandbecking, M. Experiences In Language: Tools and Techniques for Language Arts Methods, Allyn and Bacon, Boston, 1973.

Language arts as the core to the elementary school program is stressed in this book. Practical teaching suggestions of each component of the language arts is given.

16. Russell, D. and Karp, E. Reading Aids Through the Grades, Teachers College Press, Columbia U., New York, 1975.

This book includes a section on basic reading skills, advanced reading skills as well as a guide to published materials available.

17. Shapson, S. and Kaufman, D. "Overview of Elementary French Programs in B.C.: Issues and Research." The Canadian Modern Language Review, 1978.

18. Smith, J. Creative Teaching of the Language Arts in the Elementary School, Allyn and Bacon, Boston, 1973.

This book is one of a series entitled Creative Teaching which focuses on the creative development of each child. A set of principles on which creative teaching in the language arts has been formulated.

19. Spache, G.D. and Spache, E.B. Reading in the Elementary School, 3rd Ed., Allyn and Bacon Inc., Boston, 1973.

The authors research and analyze in detail the basal reader, the individualized, the linguistic and the language experience approaches to reading. They stress a specific, combined, eclectic approach to the teaching of reading.

Thomas, V. Teaching Spelling, Gage Educational Publishing, Toronto, 1974.

20. Thorn, E. and Braun, C. Teaching The Language Arts, Gage, Toronto, 1974.

This book was written to help teachers develop a language arts program based on sound linguistic principles.

21. Traub, N. Recipe for Reading, Educators Publishing Service, Cambridge, Mass., 1977.

This book contains a sequence chart of word attack skills with practical teaching suggestions as well as word lists for use with each lesson.

11. WORKBOOKS

1. British Columbia Teachers' Federation - refer to Lesson Aides catalogue.

2. Carson, P. and Deflosa, J. — Stick Out Your Neck, A.N.W. Learning Aids, Alberta
P.O. Box 9090 Stn. F
9 Hook Rd, Southwest Calgary, Alta
T2V 3K6
($10.95)

   A resource book on station ideas with the emphasis on manipulative devices for the practice of basic reading skill.

3. Collins, K. — Look, Listen and Learn, Books 2 and 3, Copp Clark Publishing, Toronto, 1961.

4. Elwell, Murray and Kucia — New Phonics Workbooks, Levels A, B and C. Modern Curriculum Press Inc., Toronto, 1976.

5. Herr, S.E. — Phonics, Books 2 and 3, Instructional Materials and Equipment Distributors, California, 1977.

6. Workshop Explorations, Books 1 and 6, D.C. Heath Company, Toronto, 1974.

APPENDIX A

Bloom's Taxonomy Applied to Fairy Tales (sample questions to demonstrate possible application of the Taxonomy to daily seatwork):

- Goldilocks and the Three Bears

  1. Knowledge: What are some of the things that Goldilocks did in the Bears' house?

  2. Comprehension: Why did Goldilocks like the little Bear's chair best?

  3. Application: If Goldilocks had come into your house, what are some of the things she might have used?

  4. Analysis: What parts of the story could not have actually happened?

  5. Synthesis: How might the story have been different if Goldilocks had visited the three fishes?

  6. Evaluation: Do you think Goldilocks was good or bad? Why do you think so?

- The Gingerbread Boy

  1. Knowledge: Where did the little old lady and man live?

  2. Comprehension: What made the delightful smell?

3. Application: What would you do to catch the gingerbread boy?

4. Analysis: How is the gingerbread boy the same as a real boy?

5. Synthesis: Make up a story about a runaway pet.

6. Evaluation: Who would you like to be in this story? the lady? the fox? the gingerbread boy? Tell why.

APPENDIX B

(sample of language - experience related to seatwork)

The Left Out Girls

One day Jimmy was playing ball in his backyard. Mary and Anne asked Jimmy if they could play too. Jimmy said, "No!" The girls sat on the back step feeling sorry for themselves. When Jimmy's friends went home Jimmy changed his mind and asked the girls to play. They had a great time playing catch.

1. This story is about
   - fishing
   - playing ball
   - going to the store

2. Another title could be
   - having fun
   - going fishing
   - the sad girls

3. Where were the boys playing?

4. Where did Jimmy's friends go?

5. What did Jimmy and the girls play?

6. Who felt left out?

Fast Workers

On the back of this paper draw a picture of where the girls felt sad.

Pepper and the Tin Soldier

One day Mary went over to Cynthia's house to play. They decided to play with a wind-up tin soldier. When the tin soldier was marching across the front room, Pepper came in and was frightened. Pepper started to bark and whine, but the tin soldier didn't stop. Pepper shot under the chair to hide. When the tin soldier stopped, the girls showed Pepper that the tin soldier was only a toy and wouldn't hurt him.

Put the sentences in the correct order.

_____ The girls played with the soldier.

_____ Mary went to Cynthia's house.

_____ Mary went home.

_____ Pepper hid under the chair.

_____ Pepper barked and whined.

Print the words for these contractions.

didn't _____ wouldn't _____

Make up your own ending.

Pepper shot under the chair to hide. Then . . .

APPENDIX C

Example of Lesson Timetable

The timetabling of any one lesson period must be kept highly flexible and must vary according to the activities of the day. However, one possible division of a one-hour lesson follows:

5 minutes	Listening Activity
10 minutes	Class Lesson (presentation of phonics, other skills)
20 minutes	Group 1: - reading lesson - practise of skills (children having difficulty)
15 minutes	Group 2: - reading lesson - practise of skills (children making "average" progress)
10 minutes	Group 3: - reading activities - presentation of more complex skills (children requiring enrichment)

APPENDIX D

SAMPLE LETTER TO PARENTS

ELEMENTARY SCHOOL

November, 1980

Dear Parents:

As I indicated at our Parent Meet-the-Teacher informational meeting, much of the instruction in English in the Third Year Immersion class has been instruction to the class as a whole.

LISTENING: The formal exercises have been directed at developing skills of remembering detail, main idea and characterization. The children have also listened to a considerable quantity of poetry from which we discussed vocabulary and rhyme scheme.

SPEAKING: The children have memorized a number of poems and songs. We have also done considerable brainstorming for descriptive vocabulary and creative-writing to the class.

READING: As a class, the children have read stories that they have written as a class (language experience stories). See below.

WRITING: The children have all practised paragraph-writing (indentation, good beginning and ending sentences, thought flow) and have all attempted at least one longer story. In spelling, they have been taught 25 Daily Doozers (which do not follow phonetic rules) and have completed the phonics for Level 3, following the Coquitlam guide for English Language Arts.

Aside from whole-class activities, I have divided the children into three groups according to their approximate reading level.

Group 1: These children are reading at a primer level. Because of their lack of confidence in their ability to read in English I have been using "A Duck Is a Duck" (Ginn 360) reader with them and been doing considerable direct teaching of vocabulary with them. Although they still confuse English and French word attack skills, they are much more confident in their approach to English reading. We spend considerable group time in practising the phonetic skills taught in the whole-class lessons.

Group 2: These children are reading in individual readers at a Grade 1 or 2 level. They are independent enough in their reading to practise with a minimum of direct teaching, which gives us time for discussion of plot, characterization, and oral reading skills. We spend time on a daily basis practising the phonetic skills taught in the whole-class lessons.

Group 3: These children are reading at a Grade 3 level or better. Although they spend some time in reading in individual readers, they also read from Wings of Wonder, and a regular Grade 3 reader. They do more intensive work in vocabulary development and reading comprehension skills. Their seatwork reflects their more highly-developed skills including comprehension skills at a Grade 3 level and long stories (which I hope they have been bringing home!)

Your child _____, is working in Group _____ at this time.

Please feel free to contact me for further information or clarification.

Yours sincerely,

(Teacher)

COMMENTS: